

**THE CORRELATION BETWEEN STUDENTS' SIMPLE PRESENT TENSE
MASTERY AND THEIR ABILITY IN WRITING ANALYTICAL EXPOSITION
TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA
MA'ARIF 07 LABUHAN MARINGGAI IN 2018/2019 ACADEMIC YEAR**

A Thesis

**Submitted As a Partial Fulfillment Of
The Requirements for S1 - Degree**

By

**M. WILDAN FACHRUDDIN
NPM. 1411040285**

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY**

2019

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ABSTRACT

In this research, the writer focused on the correlation between students' simple present tense mastery and their ability in writing analytical exposition text. The objective of this research was to know whether there was a correlation between students' simple present tense mastery and their ability in writing analytical exposition text at the second semester of the eleventh grade of SMA Ma'arif 07 Labuhan Maringgai in 2018/2019 academic year. There were two variables in this research, the independent variable, students' simple present tense mastery (X) and dependent variable, students' ability in writing analytical exposition text (Y).

The research methodology used in this research is descriptive quantitative method. This is correlational research. In taking the sample of the research, cluster random sampling was applied. The population of the research was taken from the students of eleventh grade of SMA Ma'arif 07 Labuhan Maringgai in 2018/2019 academic year. The sample of the research taken was 21 students out of 41 populations. In collecting the data of this research, the writer used objective test that were multiple choices consisted of 40 items test and writing analytical exposition text test. In this research, SPSS was used to compute Rank Spearman's formula.

After doing the hypothetical testing, the result demonstrated that there was positive correlation between students' simple present tense mastery and their ability in writing analytical exposition text. Based on the data analysis computed by using SPSS, it was obtained that $\text{Sig} = 0,001$ and $\alpha = 0.05$. It means that H_a is accepted because $\text{Sig} < \alpha = 0.05$. Based on this research, it was suggested that to have a good ability in writing analytical exposition text, students should have a good mastery of simple present tense.

Keywords: *Simple present tense mastery, analytical exposition, correlation and writing ability*



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DECLARATION

Hereby, I state this thesis entitled “The Correlation between Students’ Simple Present Tense Mastery and their Ability in Writing Analytical Exposition Text at The Second Semester of the Eleventh Grade of SMA Ma’arif 07 Labuhan Maringgai in 2018/2019 Academic Year” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 18 November 2019
Declared by,

M. Wildan Fachruddin
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MOTTO

وَلَوْ أَنَّ فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ
سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is Exalted in Power, full of Wisdom.¹

(Luqman 27)

¹ Recite Quran Surah Luqman in Arabic, English Translation by Abdullah Yusuf Ali and English Transliteration available <http://www.theonlyquran.com/quran/Luqman/>

DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents, Mr. Akhmad Nasrudin and Mrs. Yuni Ekowati who have already prayed and supported for my success, and advised me all the time.
2. My beloved brother M. Kamal Alimuddin.
3. My beloved Almamater, UIN Raden Intan Lampung.

CURRICULUM VITAE

The writer's name is M. Wildan Fachruddin. He was born in Gading Rejo on August 3rd, 1996. He is the first child of Mr. Akhmad Nasrudin and Mrs. Yuni Ekowati. He has one brother. He lives at Jalan Lintas Timur Kelurahan Muara Gading Mas, Kecamatan Labuhan Maringgai, Lampung Timur.

The writer began his study in Elementary School at SDN 3 Muara Gading Mas in 2002 and graduated in 2008. He continued his study in Junior High School at MTs Al-Iman Way Jepara Lampung Timur and Graduated in 2011. After that, he continued his study to MA Muhammadiyah 1 Sukarame and graduated in 2014. After finishing his study in MA, he decided to study in English Education Program of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University in 2014.

ACKNOWLEDGEMENT

First of all, all praise be to Allah, the most merciful, the most beneficent, for His blessing and mercy given to the writer during his study and in completing this final project. Then, the best wishes and salutation be upon the great messenger prophet Muhammad S.A.W

This thesis presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

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Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. For this, the writer truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 18 November 2019
The Writer

M. Wildan Fachruddin
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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is a process of communication which uses conventional graphic system to convey a message to reader. For many of foreign language learners, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph.¹ Writing is complex activity where the writer must have the ability to compose and integrate information, so the readers would be easy to understand the language that being used in written communication.

According to Raimes, Writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand.² By using writing we can share our idea, feeling or anything that exist in our mind. As one of the language skill, writing is very important for the students, because they will face some writing task in learning English.

Writing is generally regarded as the most difficult of the four skills.³ Writing is very important in teaching learning process because almost every human activity presented in writing form. So, the students must be able to write in order to

¹Sanggam Siahaan, *Generic Text Structure*: 1st Edition, (Yogyakarta: Graha Ilmu, 2008), p. 3

²Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University press, 1983), p.2

³David Paul, *Teaching English to Children in Asia*, (Hong Kong: Longman Asia ELT, 2003), p.96.

communicate what they thought and feel that can be accepted by another people. People know that most of the student found difficulties in writing. They get some trouble to describe their ideas in writing. They are confused to express their ideas in good English. When their teachers asked them to make composition, they will get confused of vocabulary and grammar.

In teaching learning process students will face the difficulties in writing. They make a lot of errors in different aspects of writing. However, such students should master issues such as content, organization, purpose, vocabulary, punctuation and spelling. In addition, writing has been dealt with for many years as a product; therefore, teachers emphasize grammar rather than decisions about content, organization of ideas. Moreover, Burhan reveal that preparatory graders need more practice in writing English composition including punctuation, spelling , grammar ,and vocabulary because their background knowledge in handling the writing sub skills is not up to the standards.⁴

In teaching and learning English as a foreign language it needs grammar to speak and write correctly. The students need grammar in order to make good sentence. Grammar is one of the components of language that must be mastered by the students to learn English, because the grammatical rules of Indonesian language are different from English. That is why, learning English grammar is very

⁴Burhan, Bilal, Ali. *The Impact of Task-Based Techniques on Iraqi EFL Students' Performance in Writing Composition*, University of AL Mustansiriyah: 2013 College of Basic Education. Unpublished

important to understand. Brown says that grammar is a system of rules governing the conventional arrangement and relationship of words in sentence.⁵ In other word grammar is one kind of language component that give explanation or rule about how to join of the words become a good sentence based on grammatical rule.⁶

Grammar is a set of rules by which people speak or write. These rules are not always understood consciously, and if you ask people the rules of English grammar were, they would probably offer one or two or say they did not know. The reason is that rules we refer to are those that hardly anyone ever think about but which low people to use their language easily and naturally most of the time.⁷ Grammar is also called as organization words that are combined into sentences to express thought and feeling or to express the idea in writing. In teaching English as foreign language, the students need to master grammar because by mastering grammar students will be able to speak and write English correctly. In mastering English grammar there are many rules and sentences that should be mastered by the students.

The simple present tense refers to action or situation that to do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of fact, the simple present can also be used to refer to the

⁵H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*: Second Edition, (New York: Longman, 1994), p. 347

⁶*Ibid.*

⁷J Cook and Suter W. 1980. *The Scope of Grammar*, (New York: McGraw-Hill)

future.⁸ It means that simple present tense is one kind of sentence that is used to express daily activities and general statement. This sentence is used in analytical exposition text. Analytical exposition text is often use simple present tense formula.

As we know the content based on the curriculum of senior high school, the students are expected to be able to write some of text, one of them is analytical exposition text. Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.⁹ It means analytical exposition text is a sentence to express an argument about something. The type of text consists of three components. They are social function, generic structure, and language features.¹⁰ Rarely Some students got difficulties in expressing their idea in a piece of writing because they had very limited vocabulary. As a result, they wasted their time thinking or finding word to use.

Based on the previous research that was done by Evi Fitria with the title the correlation between students' simple present tense mastery and their ability in writing descriptive text at the first semester of the eight grade at SMPN 1 Karya Penggawa Pesisir Barat in the academic year of 2016/2017, it was found that there was positive correlation between students' simple present tense mastery and their writing ability descriptive text. Because by seeing the result of the data calculation

⁸Patricia Werner, *Mosaic 1 A Content-Based Grammar*, (New York: McGraw-Hill, 1990), p. 125

⁹Gerrot and Wignel, *Making sense of Functional Grammar: An Introductory of Workbook*, p.197

¹⁰Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sidney: Gerd Stabler, 1994), p.197

where null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. So she concluded that good simple present tense mastery enables good writing ability.¹¹

Another research that was done by Muslikah with the title the correlation between students' vocabulary mastery and their ability in writing analytical exposition text at the second semester of eleventh grade of SMA Karya Mataram South Lampung. The result of her research is there was a positive correlation between student vocabulary mastery and their writing ability in analytical exposition text.¹²

Based on those explanations, there were difference between those previous research and present research. The first previous research used simple present tense mastery and writing descriptive text, and the second previous research used vocabulary mastery and writing analytical exposition text. While present research the writers' used present tense mastery and writing analytical exposition text.

Based on the interview with an English teacher of the eleventh grade about the students' capability in mastering English, especially in writing text ability, he said that only a few of students got score above the criteria of minimum mastery (KKM), while many students got score below KKM. The criterion of minimum

¹¹Evi Fitria, *The Correlation Between Students' Present Tense Mastery and Their Ability In Writing Descriptive Text At The First semester of Eighth grade of SMPN 1 Karya Penggawa Pesisir Barat in the Academic Year of 2016/2017*, (S1 Thesis UIN RadenIntan Lampung, 2017). Unpublished

¹²Muslikah, *The correlation between students' vocabulary mastery and their ability in writing analytical exposition text at the second semester of the eleventh grade of SMA Karya Mataram South Lampung*, (S1 Thesis UIN Raden Intan Lampung, 2016/2017). Unpublished

mastery (KKM) of this school is 70. The writer assumed that the students' ability in writing is still low. It can be seen on the table below.

Table 1
Students' Writing Analytical Exposition Score at the Second Semester of the Eleventh Grade of SMA Ma'arif 07 Labuhan Maringgai in Academic Year of 2018/2019

No.	KKM	Class		Total	Percentage
		XI IPS	XI IPA		
1.	≥ 70	7	10	17	41.4%
2.	< 70	13	11	24	58.5%
Total		20	21	41	100%

Source: Document of the Writing Score of Eleventh Grade of SMA Ma'arif 07 Labuhan Maringgai 2018/2019.

Based on the table above, it can be seen that 58.5% writing score of students was under the passing grade for English subject in SMA Ma'arif 07 Labuhan Maringgai. There were only 17 students from 41 students who passed the criteria of minimum mastery (KKM). It shows that writing ability of students in SMA Ma'arif 07 Labuhan Maringgai in academic year of 2018/2019 is still low.

On the same day the writer also asked the teacher about his students simple present tense mastery it can be seen they had difficulties in mastering simple present tense so that their writing ability were bad too. Below is the result of students' simple present tense score.

Table 2

The Students' Score of Simple present Tense Test at the Second Semester of the Eleventh Grade of SMA Ma'arif 07 Labuhan Maringgai in the Academic Year of 2018/2019

NO	KKM	Class		Total	Percentage
		XI IPS	XI IPA		
1	≥ 70	8	7	15	36.6%
2	< 70	12	14	26	63.4%
Total		20	21	41	100 %

Source: Document of the Simple Present Tense Score of Eleventh Grade of SMA Ma'arif 07 Labuhan Maringgai 2018/2019.

Based on the table above, it can be seen that 26 students got score of simple present tense lower than 70, and only 15 students that get score passed the KKM. Moreover, from the table above it can be seen that there were many students had still not understood about simple present tense. They faced difficulties in simple present tense.

Based on the explanation above, the writer conducted preliminary research to the student of the eleventh grade. They seem to be confused to write because their grammar is low and they could not remember it for a long time. The writer assumed that their writing ability was low because they were lack of grammar. Based on the background above, the writer assumed that Grammar as the basic element of language which has an important part in writing.

Based on the background above, simple present tense is one of the language features in writing analytical exposition text. So, the writer is interested in doing the research entitled "The correlation between students' present tense mastery and their ability in writing analytical exposition text at the second semester of eleventh

grade of SMA Ma'arif 07 Labuhan Maringgai in the Academic Year of 2018/2019”.

B. Identification of the Problem

Based on the background above the writer identified the problem as follows:

1. The students' score of writing analytical exposition text was low.
2. The students' score of simple present tense was low.

C. Limitation of Problem

Based on the identification of the problem, this research only focuses on analyzing the correlation between students' present tense mastery and their ability of writing analytical exposition text. It is suitable on the syllabus at the second semester of eleventh grade of SMA Ma'arif Labuhan Maringgai.

D. Formulation of the Problem

Based on the background, the identification and the limitation of the problem mentioned above, the writer formulated the problem as follows: Is there a significant correlation between students' simple present tense mastery and their ability in writing analytical exposition text at the second semester of SMA Ma'arif 07 Labuhan Maringgai in Academic Year of 2018/2019?

E. Purpose of the Research

The purpose of this research is to know whether there is any significant correlation between students' present tense mastery and their ability in writing

analytical exposition text at the second semester of eleventh grade of SMA Ma'arif 07 Labuhan Maringgai in Academic Year of 2018/2019.

F. Significance of Research

It is hoped that the result of the research can be used as follows:

1. To encourage the students to increase their skill to master grammar in making writing text.
2. To be considered for English teachers as information that importance of component especially to master grammar in writing.
3. To give information about the correlation between students' present tense mastery and their ability in writing analytical exposition text.

G. Scope of Research

According to the title, the scope of the research can be described as follows:

1. Subject of the Research

The subject of the research was the second semester of the eleventh grade students' of SMA Ma'arif 07 Labuhan Maringgai.

2. Object of the Research

The object of the research was the correlation between students' present tense mastery and their ability in writing analytical exposition text.

3. Place of the research

The research was conducted at SMA Ma'arif 07 Labuhan Maringgai.

4. Time of the research

The research was conducted at the second semester of Eleventh grade in the academic year of 2018/2019.

CHAPTER II

FRAME OF THEORIES AND HYPOTHESIS

A. Concept of Writing

1. Definition of Writing

Writing is a psychological activity of the language user to put information in the writing text.¹ The written productive language skill is called writing. It is skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language s/he is writing to transfer information s/he has in her or his mind to her or his readers(s) effectively.²

Writing is a process of communication which uses conventional; graphic system to convey a message to reader. For many of foreign language learner, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph.³ So that in writing as the ways sending a message or information must have the purpose to make the readers easy to understand it.

Writing is often characterized as a hierarchically organized goal directed problems solving process. In writing consist of four main processes in writing they are

¹Sanggam Siahaan, *Issues In Linguistics*: 1st Edition, (Yogyakarta, Graha Ilmu, 2007), p. 215

²Sanggam Siahaan, *The English Paragraph*: 1st Edition, (Yogyakarta: Graha Ilmu, 2008), p. 2

³Sanggam Siahaan, *Generic Text Structure*: 1st Edition, (Yogyakarta: Graha Ilmu, 2008), p. 3

planning, writing, editing and reviewing.⁴ In writing skill have showing that an instruction in each of these activities leads to better performance. To write a story or paragraph well must use stages from planning through writing and editing to reviewing.

Based on the theories above, the writer can conclude that the definition of writing is one of process to expression the writer ideas, experience, thoughts and feelings through writing.

2. Writing process

According to Harmer, there are four stages in the process of writing. There are:

1. Planning

Plan what they are going to write. When planning, writers have to think about three main issues. In the first, place they have to consider the purpose. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure.

2. Drafting

The first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

⁴James Hartley, *Academic Writing and Publishing*: 1st Edition, (London: Routledge, 2008), pp.10-11

3. Editing (Reflecting and Revising)

The writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

4. Final Version

The writer is now ready to send the written text to its intended audience.⁵

Based on those statements it can be concluded that writing is not instant activity.

It need some process that should be knows by the writer. To write a text the writer has to do some process of writing. They are planning, drafting, editing and final version.

B. Concept of Grammar

In teaching and learning English as a foreign language it needs grammar to speak and write correctly. The students need grammar in order to make good sentence. Grammar is one of the components of language that must be mastered by the students to learn English. Because the grammatical rules of Indonesian language are different from English. That is why, learning English grammar is very important to understand English teacher. Brown says that grammar is a system of rules governing the conventional arrangement and relationship of words in sentence.⁶ In other word grammar is one kind of language component that give

⁵Jeremy Harmer, *How to Teach Writing*, (Harlow: Longman group ,2007), pp. 4-5

⁶H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*: 2nd Edition, (New York: Longman, 1994), p. 347

explanation or rule about how to join the words become a good sentence based on grammatical rule.

The statement indicates that grammar is a set of rules derived from language rules that most of its native speaker rarely care about. However, thesis enables them to communicate each other without creating misunderstanding and misinterpretation. They commonly do not realize, that when they express themselves through writing or speaking, what they write or speak have patterns and they keep subconsciously applying the patterns in their communication.

Meanwhile in the context of education especially in the learning and teaching of foreign language, grammar is usually considered one of the language components other than vocabulary and sound system which students should acquire. As foreign language learners commonly do not have much direct exposure to the language mastery. Language component is one of the ways to support the mastery of foreign language skills. Harmer states grammar is not just concerned with syntax, however the way words are formed - and can change their form in order to express different meanings – is also at the heart of grammatical knowledge.⁷ Based on three statements above, the writer assumes that by mastering grammar can help the students to complete sentence correctly.

Grammar is also called as organization words that combination into sentences to express thought and feeling or to express the idea in written. In teaching English

⁷Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburgh Gate: Longman, 2007), p. 32

as foreign language, the students need to master grammar because by mastering grammar students will be able to speak and write English correctly, it is fact that different countries have different language and every language has system which is called grammar. It also happened in translating, in order to competence in translating we should know of the language structure. In English grammar, tenses play an important role in sentence formation. The tense of a verb shows the time of an even or action.⁸

Based on the theories above, grammar is rule how to make a good sentence that can be understood by the reader. In English grammar there is an important part called tenses. Tense is a verb shows the time of an event or action, it is very important in constructing a sentence and it should be mastered by the learners.

C. Concept of Tenses

In learning English as a foreign language, there is component called grammar. When we learn grammar, the tenses will be automatically correlated. Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all.⁹ It means that tense is the linguistic indication of the time of an action. In fact,

⁸Paul Joseph, *Grammar Simple Present Tense*, <http://www.englishleap.com/grammar.tense>, retrieved on April 2nd, 2016

⁹George E. Wishon and Julia M. Burks, *Let's Write English*, (North York: Van Nostrand Reinhold Ltd, 1980), p. 192

tense establishes a relation: it indicates the time of an event in respect to the moment of speaking, reading or listening.

Tense is one of the important parts of structure in English. In teaching learning English the teacher should make the students understand about tenses which are used to make them able to make sentence because tenses are a verb form that are used in certain time. So it must be mastered by the students. According to Lado, tense is form of the verb that refers to change the time.¹⁰ It means that information of time that difference can influence form of the verb used in the sentences. Each of these has a present, past, future, and past future form.¹¹ It means that English grammar has sixteen types of tenses, but in this research the writer will focus on simple present tense.

According the definition above, tense is a particular form of a verb indicating the time of an action or a state. It is also a grammatical category that locates a situation in time that indicates the situation takes place. To have a good ability in writing analytical exposition text, the learner or students should master the tenses well especially simple present tense, because simple present tense is a sentence used in writing analytical exposition text.

¹⁰M.J Lado, *Memahami Tenses Bahasa Inggris*, (Jakarta: Titik Terang, 2008), p. 7

¹¹Paul Joseph, *Loc. Cit.*

D. Concept of Simple Present Tense

1. Definition of Simple Present Tense

The Simple Present Tense refers to action or situation that do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of fact, the simple present can also be used to refer to the future.¹²

In English grammar, the *simple present tense* is a form of the verb that refers to an action or event that is ongoing or that regularly takes place in present time (for example, "He *cries* easily").¹³

The simple present tense is the one which we use when an action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite). The simple present tense is formed by using the root form or by adding -s or -es to the end, depending on the person.¹⁴

2. Use of Simple Present Tense

a. Repeated Actions



¹²Patricia Werner, *Mosaic 1 A Content-Based Grammar*, (New York: McGraw-Hill, 1990), p. 125

¹³Terry Willie, *Simple Present Tense*, <http://grammar.about.com/od/rs/g/Simple-Present-Tense.htm>, retrieved on April 2nd, 2016

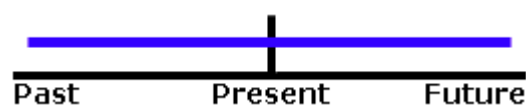
¹⁴Betty Schramper Azar, *Basic English Grammar: Second Edition*, (New York: Longman Group, 1941), p. 200

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.¹⁵

Examples:

- 1) The train **leaves** every morning at 8 AM.
- 2) The train **does not leave** at 9 AM.
- 3) When **does** the train usually **leave**?
- 4) She always **forgets** her purse.
- 5) He never **forgets** his wallet.

b. Fact or Generalization



The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.¹⁶

Examples:

- 1) Cats **like** milk.
- 2) Birds **do not like** milk.
- 3) California **is** in America.
- 4) California **is not** in the United Kingdom.
- 5) Windows **are** made of glass.

¹⁵Steven, *Simple Present Tense*. <https://www.englishpage.com/verbpage/simplepresent.html>. Retrieved on April 2nd, 2016

¹⁶*Ibid.*

c. Scheduled Events in the Near Future



Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.¹⁷

Examples:

- 1) The train **leaves** tonight at 6 PM.
- 2) The bus **does not arrive** at 11 AM, it **arrives** at 11 PM.
- 3) When **do** we **board** the plane?
- 4) The party **starts** at 8 o'clock.
- 5) When **does** class **begin** tomorrow?

d. Now (Non-Continuous Verbs)



Speakers sometimes use the Simple Present to express the idea that an action is happening or is not happening now. This can only be done with Non-Continuous Verbs and certain Mixed Verbs.¹⁸

Examples:

- 1) I **am** here now.
- 2) She **is not** here now.
- 3) He **needs** help right now.
- 4) He **does not need** help now.
- 5) He **has** his passport in his hand.
- 6) **Do** you **have** your passport with you?

¹⁷*Ibid.*

¹⁸*Ibid.*

3. Form of Simple Present Tense

The following forms of simple present tense are:

a. Verbal

When the predicate is a verb, the sentence will be called “Verbal Sentence”.¹⁹

1) Positive form

Formula: $S + Verb + (s/es) + O$

Example: My father reads newspaper every morning.

I get up 5 O'clock every day.

2) Negative form

Formula: $S + do/does + not + verb + O$

Example: My father doesn't read newspaper every morning.

I don't get up 5 O'clock every day.

3) Interrogative form

Formula: $Do/does + S + verb1 + O?$

Example: Does my father read newspaper every morning?

Do you get up 5 O'clock every day?²⁰

4) Negative Interrogative form

Formula: $Do/does + not + S + verb1 + O?$

Example: Doesn't he speak English well?

Don't you eat every day?

¹⁹Betty Schramper Azar, *Op. Cit*, p. 168

²⁰M.J Lado, *Op. Cit*, p. 8

b. Nominal

When the predicate (in a sentence) is a noun, pronoun, noun phrase, adjective or adverb, the sentence will be called “Nominal Sentence”.²¹

1) Positive form

Formula: S + to be + noun adjective/adverb

Example: The world is round.
Tom and I are students.

2) Negative form

Formula: S + to be + not + noun adjective/adverb

Example: My bed is not comfortable.
The shops are not open every morning.

3) Interrogative form

Formula: S + to be + not + noun adjective/adverb

Example: Is your parent at home?
Are these hotels expensive?

4) Negative Interrogative form

Formula: To be + not + S + noun adjective/adverb

Example: Aren't you a doctor? Yes, I am/No, I am not.
Isn't she a nurse? Yes she is/No, she isn't.²²

4. Time signals of Simple Present Tense

Time signals are words and phrases that tell us when an event takes place. Time signals for the simple present tense identify more than just one event. Remember that the simple present tense is used for repeated events.

²¹*Ibid.*

²²M.J Lado, *Op. Cit*, p. 18

a. Adverb of Time

Every day	Every week	Every month	Every year
Every/each	In the morning	Once/twice a day	Here/there

Note: adverb of time used in the first sentence or end sentence.

Example: You write a letter every day.
 You do not write a letter every month,
 Do you write a letter every year?
 Don't you write a letter twice a day.

b. Adverb of Frequency

Always	Never	Seldom
Often	Now	Sometimes

Note: adverb of frequency is often used before verb or after verb.²³

Example: They usually study English.
 They do not always study English.
 Do they seldom study English?
 Don't they seldom study English?

Based on the statement above we can conclude that simple present tense is a sentence construction which tells or shows the daily activities and general truth in the nominal or verbal form of positive, negative, interrogative, and negative interrogative sentences using its particular time signals.

E. Concept of Analytical Exposition Text**a. Definition of Analytical Exposition Text**

Analytical exposition text is a text which gives the information that completed with the evidences, facts and statistics to support the idea about the phenomenon surround. In writing this text the students must understand about

²³A. Faidal Rahman Ali, *Fundamental of English Grammar a Practical Guide*, (Yogyakarta: Pustaka Widyatama, 2007), p. 252

the generic structure and language feature of analytical exposition. Generic structures consist of thesis, argument, and reiteration.

Analytical exposition text is one of the text genres studied in senior high school based on the curriculum. An analytical exposition text is usually used to introduce several ideas that support the main idea of the writer and deliver it to the audience. According to Djuharie, analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding.²⁴ It means that while having the text, the writer's opinion is involved. In addition, Gerot and Wignell states that the main social function of an analytical exposition text is to persuade the reader or the listener of the text that something is the case.²⁵ It is said the function is to persuade people that the idea (something in that case) is the important matter. Aside of introducing idea, the purpose of the text itself is to persuade its reader to think about something, hopefully able to share the same ideas with the writer.

Based on the statement, analytical exposition text is kind of text that elaborates the writer's idea about the phenomenon surrounding, including the generic structure consist of thesis, argument, reiteration.

²⁴Otong Setiawan Djuharie, *Essay Writing*, (Bandung: Yrama Widya, 2009), p.161

²⁵ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sidney: Gerd Stabler, 1994), p.197

b. Generic Structure of Analytical Exposition Text

Gerot and Wignell reveal that the structural of an analytical exposition text consists of thesis, arguments, and reiteration.

1.) Thesis

In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.

2.) Argument

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text there are more than two arguments. The more arguments presented the more belief from the reader that the discussion of the topic is a very important one and needs to attention.

3.) Reiteration

This is the last part of analytical exposition text. *Reiteration* contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.²⁶

Based on the structural above the writer concluded that the thesis is the first paragraph of the text to introduce the topic or the main idea, argument is the opinion of the writer, and reiteration is the last part contains restatement of the main idea.

²⁶*Ibid*, p.198

c. Grammatical Features of Analytical Exposition Text

The analytical exposition also has several language features that are commonly used for the writing of the text. These language features usually called as lexicogrammatical feature. According to Gerrot and Wignel the significant grammatical features used in analytical exposition text are as follows :

1. Focus on generic human and non-human participants,
2. Use of simple present tense,
3. Use of rational process,
4. Use of internal conjunction to stage argument,
5. Reasoning through causal conjunction or normalization.²⁷

It can be concluded in writing analytical exposition text, there are some language future must know.

F. Frame of Thinking

Teaching and learning English is the process to help the students to master English both spoken and written. In mastering English the students should understand the component and skill in English. Component and skills of language are very important to be taught by the teacher and to be learn by the students to increase their ability in language. One of the component languages is grammar. Grammar is rule how to make a good sentences that can be understood by the reader. In English grammar there is an important part called tenses. Tense is a

²⁷*Ibid*, p.198

verb shows the time of an event or action, it is very important in constructing a sentence and it should be mastered by the learners.

Tense is one important parts of structure in English. Simple present tense is one of the English tenses that give an idea that something occurred in the present. So, mastery in simple present tense is reflected by the students' ability to understand and to use simple present tense correctly in the appropriate sense. Mastering of simple present tense will help students to increase their language skill.

There are four skills in English, one of the skills is writing. There are many kinds of writing, analytical exposition text is one kinds of writing that should be mastered by the students. There are some kinds of text that students may learn as they are learning writing one of them is analytical exposition text. Writing analytical exposition text involves their ability to make an argument to persuade the reader about phenomenon which commonly involves the words that may appeal the readers' interest through their opinion. In writing analytical exposition text students may be able to write effectively as they adequately know English words. In other words, if the students have mastered English present tense mastery, their writing activity may be well facilitated. Therefore, their writing ability, especially in analytical exposition text, should be enclosed with their vocabulary mastery.

G. Hypothesis

Based on the frame of thinking above, the writer proposes the hypotheses as follows:

H_a : There is a correlation between students' present tense mastery and their ability in writing analytical exposition text.

H_o : There is no correlation between students' present tense mastery and their ability in writing analytical exposition text.

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